# *Nursing Research in Canada (Canadian) 5th edition Singh Test Bank*

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**MULTIPLE CHOICE**

1. Which of the following definitions of *paradigm* is correct?
   a. A way of linking the naturalistic world to empirical thought.
   b. Philosophical beliefs that influence the way people in a society think about the world.
   c. A model that captures the interaction of specific variables within a known concept.
   d. A concept that encompasses the integration of "wholeness," spirituality, and personal worth into scientific thought.

   ANS: B

| | **Feedback** |
|---|---|
| **A** | Paradigms vary for naturalistic and empirical worlds. |
| **B** | Philosophical beliefs that influence the way people in a society think about the world defines the term *paradigm*. |
| **C** | A model that captures the interaction of specific variables within a known concept describes positivist approaches to research. |
| **D** | A concept that encompasses the integration of "wholeness," spirituality, and personal worth into scientific thought is not a definition of the term *paradigm*; it describes a specific paradigm. |

   PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
   MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

2. Which of the following is the correct definition of *theory*?
   a. The assumptions and beliefs of the "worldview" of the researcher.
   b. A set of interrelated concepts that provides a systematic view of a phenomenon.
   c. The specific and measurable premise or assumption based on which the rationale for research direction is established.
   d. A researcher's "best guess" of the expected direction of the relationship between independent and dependent variables.

   ANS: B

| | Feedback |
|---|---|
| **A** | The worldview of a researcher does not define *theory*. |
| **B** | *Theory* is defined as a set of interrelated concepts that provides a systematic view of a phenomenon. |
| **C** | Measurable assumptions could be considered propositions that are associated with a theory. |
| **D** | The researcher's best guess as to the direction of a relationship is called a *hypothesis*. |

   PTS: 1 DIF: Cognitive Level: Remembering (Knowledge)

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3. During a class examination, the course instructor notes that a student who usually does poorly in class tests has shaking hands, knocks over a bottle of water, breaks the points of two pencils, makes many erasures, and wrinkles her computer score sheet. The instructor concludes that the student has test anxiety. What type of reasoning is demonstrated by the instructor?
   a. Inductive reasoning
   b. Deductive reasoning
   c. Theoretical reasoning
   d. Faulty reasoning

   ANS: A

| | Feedback |
|---|---|
| **A** | Inductive reasoning involves using the details of an experience to create a general picture. |
| **B** | Deductive reasoning takes theory and moves to more specific details. |
| **C** | Theoretical reasoning is not a type of logical reasoning. |
| **D** | The instructor did not use faulty reasoning. |

PTS: 1 DIF: Cognitive Level: Analyzing (Analysis)
MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

4. What is the major difference between inductive reasoning and deductive reasoning?
   a. Inductive reasoning is theory driven, and deductive reasoning is independent of theory.
   b. Deductive reasoning forms the basis for qualitative research, and inductive reasoning forms the basis for quantitative research.
   c. Deductive reasoning is an unconscious approach in which intuition, rather than logical, is the key feature, whereas inductive reasoning encompasses a more logical and systematic approach to problem identification.
   d. Inductive reasoning starts with observed details that lead to a general structure or picture, whereas deductive reasoning begins with a structure or picture that guides the search for associated details.

   ANS: D

| | Feedback |
|---|---|
| **A** | Inductive reasoning can develop theory. Deductive reasoning tests theory. |
| **B** | Deductive reasoning is used in quantitative research, and inductive reasoning is used in qualitative research. |
| **C** | Deductive research uses a logical, systemic approach to problem identification. |
| **D** | Inductive reasoning moves from specific to general, while deductive reasoning moves from general to specific. |

PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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and Maintenance

5. How are theory and practice interrelated?
   a. Practice is the operational definition of theory.
   b. Practice provides the opportunity to test theory.
   c. Theory provides the evidence on which practice is based.
   d. Theory generates questions that are used to refine practice.

   ANS: B

| | Feedback |
|---|---|
| **A** | Theory is abstract and not defined as practice. |
| **B** | Practice environments provide settings to test theory. |
| **C** | Theory is a guide for research, and research provides evidence for practice. |
| **D** | Research helps refine questions related to practice. |

PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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6. Which of the following research questions reflects an inductive approach to scientific inquiry?
   a. Is there a difference in infection rates among patients with neutropenia who eat from dishes cleaned with automatic dishwashers as compared with patients with neutropenia who eat from dishes that are hand washed?
   b. Do older adults residing in assisted-living settings have more social interaction than do older adults residing in their own homes?
   c. What is the relationship between self-esteem and loneliness in recently widowed women over 60?
   d. What is the experience of parents when their child is born more than 10 weeks preterm?

   ANS: D

| | Feedback |
|---|---|
| **A** | Examining differences in infection rates is deductive. |
| **B** | Comparing social interactions in older adults is deductive. |
| **C** | Examining the specific relationship between self-esteem and loneliness is deductive. |
| **D** | Preterm delivery is a specific clinical situation. The study seeks to broaden the picture of that phenomenon by exploring parental experience in preterm delivery. |

PTS: 1 DIF: Cognitive Level: Analyzing (Analysis)
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7. In an article reporting the results of a qualitative study that used inductive reasoning methods, where is the conceptual framework usually presented?
   a. Introduction
   b. Methods

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c. Statistical Analysis
d. Discussion

ANS: D

| | Feedback |
|---|---|
| A | A conceptual model would not be found in the Introduction section. |
| B | The Methods section details the conduct of the study. A conceptual model would not be found in the Methods section. |
| C | Qualitative studies do not have a Statistical Analysis section because qualitative studies do not use statistical data. |
| D | The conceptual model may be implicit in a qualitative study. The discussion of the findings may reveal that study participants experienced a phenomenon that is reflected within a particular conceptual model. |

PTS: 1
DIF: Cognitive Level: Remembering (Knowledge) | Cognitive Level: Understanding (Comprehension)
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8. In an article reporting the results of a quantitative study that used deductive reasoning methods, where is the conceptual framework usually presented?
a. Introduction
b. Methods
c. Statistical analysis
d. Discussion

ANS: A

| | Feedback |
|---|---|
| A | Deductive reasoning involves moving from the broader theory to more specific details. The conceptual framework would be found in the Introduction, as it serves as a guide for the research study. |
| B | The Methods section refers to the scientific conduct of the study. |
| C | The Statistical Analysis section presents interpretation of data. |
| D | The Discussion section explores the significance of the findings and their implications for nursing practice. |

PTS: 1
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9. Which of the following sequences represents movement from a greater level of abstraction to a more concrete relationship between concepts?
a. Conceptual model, theory, experimental condition
b. Theory, hypothesis, conceptual model
c. Hypothesis, conceptual model, theory
d. Empirical indicator, theory, conceptual model

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ANS: A

| | Feedback |
|---|---|
| A | Abstractions begin with an abstract idea that is symbolized. |
| B | The answers are improperly sequenced as related to levels of abstraction. |
| C | The answers are improperly sequenced as related to levels of abstraction. |
| D | The answers are improperly sequenced as related to levels of abstraction. |

PTS: 1 DIF: Cognitive Level: Analyzing (Analysis)
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10. How is a model related to a concept or concepts?
    a. A model tests conceptual theories.
    b. A concept defines the purpose of a model.
    c. A model demonstrates the relationships among or between concepts.
    d. Concepts generate the theoretical basis for knowledge depicted in a model.

ANS: C

| | Feedback |
|---|---|
| A | A model does not test theory. |
| B | A concept is not a definition of a model. |
| C | A model demonstrates relationships among concepts. |
| D | Concepts do not generate theory. |

PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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11. What is the purpose of a conceptual model?
    a. To move concepts from a concrete frame of reference to a more abstract one
    b. To move concepts from an abstract frame of reference to a more concrete one
    c. To reduce the abstraction of an operational definition
    d. To allow testing of grand theories

ANS: B

| | Feedback |
|---|---|
| A | Concepts are the abstract ideas that make up a theory: a model helps present these abstract ideas in a concrete way. |
| B | A conceptual model presents the abstract concept in a visual, interrelated way. |
| C | Operational definitions are a way to define concepts but are not the focus of a conceptual model. |
| D | Conceptual models are used with all levels of theory, from micro range theory to grand theory. |

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12. A theory would be described as
    a. a prediction of the outcomes of a study.
    b. an image that represents an abstract idea.
    c. a set of interrelated concepts that can explain a phenomenon.
    d. a general framework to identify factors related to a phenomenon.

    ANS: C

| | Feedback |
|---|---|
| **A** | A prediction of the outcome of a study is often referred to as hypothesis. |
| **B** | An image that represents an abstract idea describes a concept. |
| **C** | A theory is described as a "set of interrelated concepts that serves the purpose of explaining or predicting phenomena". |
| **D** | A theoretical framework identifies factors related to a phenomenon. |

    PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
    MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

13. When critiquing a research article, what is the most important issue the reader should consider about the concepts of the study?
    a. The theoretical interrelatedness of the concepts
    b. Whether the study is qualitative or quantitative in nature
    c. The specific meanings the researcher has ascribed to the study concepts
    d. An in-depth understanding of the grand theory that underpins the study concepts

    ANS: C

| | Feedback |
|---|---|
| **A** | Theoretical interrelatedness of the concepts is desirable but not the most important issue to consider. |
| **B** | The type of study influences how concepts are examined, but it is not the most important issue. |
| **C** | The reader wants to see a logical fit between operational and conceptual definitions. It is important to understand the meaning that the researcher ascribes to concepts, as meanings of concepts can vary from person to person. |
| **D** | A reader needs to have a basic understanding of the theory being used in the study. |

    PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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14. What is commonly referred to as scientific knowledge?
    a. Ethical
    b. Personal
    c. Aesthetic
    d. Empirical

    ANS: D

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| | Feedback |
|---|---|
| **A** | "Ethical" refers to the sense of knowing what is right and what is wrong. |
| **B** | "Personal" refers to the knowledge we have of ourselves and what we have seen/experienced. |
| **C** | "Aesthetic" is the art of knowing; it takes the other ways of knowing and creates a new understanding. |
| **D** | Gain empirical knowledge from research and is often referred to as scientific knowledge. |

PTS: 1 DIF: Cognitive Level: Remembering (Knowledge)
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15. How are theoretical and conceptual frameworks different?
    a. Conceptual frameworks are more appropriate for qualitative studies, and theoretical frameworks are more appropriate for quantitative studies.
    b. Theoretical frameworks are individually developed by researchers, and conceptual frameworks already exist.
    c. Conceptual frameworks are individually developed by researchers, and theoretical frameworks already exist.
    d. Theoretical frameworks generate theory, whereas conceptual frameworks test theory.

ANS: C

| | Feedback |
|---|---|
| **A** | Conceptual or theoretical frameworks may be used for quantitative research. |
| **B** | Theoretical frameworks are not individually developed by researchers. |
| **C** | Conceptual frameworks are a synthesis or integration of existing concepts on a specific topic, whereas theoretical frameworks are based on the research and theory development of other researchers and theorists already exist. |
| **D** | Conceptual frameworks are not used to generate theory in qualitative research. Theoretical frameworks allow for theory testing. |

PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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16. When reading an article reporting the results of nursing research, you find that the framework has been drawn from a discipline other than nursing. What should you consider when critiquing this aspect of the article?
    a. Has the author clearly indicated the meaning of the framework to the study and linked the framework to nursing?
    b. Does the author have special expertise or education in the discipline from which the framework has been derived?
    c. Does the research have implications across disciplines?
    d. Is the author a recognized leader in nursing?

ANS: A

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| | Feedback |
|---|---|
| A | A framework does not have to come from nursing, but it should be possible to link it to the practice of nursing. |
| B | The author should have an understanding of the framework but does not need to have expertise in the field from which the framework has been derived. |
| C | The research should have cited the implications of the research for nursing practice. |
| D | The author of a research article does not need to be a leader in the discipline of nursing. |

PTS: 1 DIF: Cognitive Level: Evaluating (Evaluation)
MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

17. Which of the following is a good method for improving your research skill in evaluating frameworks?
    a. Reading the abstract closely and skimming the rest of the article.
    b. Performing a literature search of all concepts related to the framework.
    c. Conducting a scholarly analysis of the theoretical frameworks created by known nursing leaders.
    d. Engaging in repeated critiques and discussing the critiques with others who have critiqued the same article.

ANS: D

| | Feedback |
|---|---|
| A | Skimming does not allow for an in-depth understanding of an article. |
| B | Conducting a literature search on all concepts related to the framework is unnecessary and cumbersome. |
| C | A scholarly analysis of known theories is not necessary to learn how to evaluate theoretical frameworks. |
| D | Novice readers can develop critiquing skills by engaging in repeated critiques and discussing critiques with others. |

PTS: 1 DIF: Cognitive Level: Applying (Application)
MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

18. How is the Critical Thinking Decision Path helpful in the research decision process of selecting a quantitative or qualitative study design?
    a. It reflects the researcher's beliefs and subsequent research questions and activities.
    b. It reflects the method of research study dissemination activities.
    c. It reflects research results related to studies focused on critical thinking.
    d. It compares differences between the inductive and deductive reasoning processes.

ANS: A

| | Feedback |
|---|---|
| A | The researcher's beliefs and subsequent questions lead to selecting a quantitative |

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| | |
|---|---|
| | or qualitative design. |
| **B** | The Path provides details about the research study plan and the final dissemination of the study results. |
| **C** | The Path is intended to guide researchers in the decision process for research design and to exemplify the critical thinking used to plan a research study. |
| **D** | The Path is intended to guide researchers in the decision process for research design by articulating the researcher's beliefs, questions, and activities. |

PTS: 1 DIF: Cognitive Level: Understanding (Comprehension)
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19. The epistemological stance "our observations cannot always be relied upon because they are subject to human bias—we all have different values, cultures, and life experiences" best describes which of the following paradigms?
    a. Post-positivism
    b. Critical Realism
    c. Constructivism
    d. Interpretivism

ANS: A

| | Feedback |
|---|---|
| **A** | Incorrect |
| **B** | Incorrect |
| **C** | Incorrect |
| **D** | Both the critical and constructivist paradigms share the ontological stance that reality is constructed and based on our perceptions. |

PTS: 1
DIF: Cognitive Level: Understanding (Comprehension) | Cognitive Level: Applying (Application)
MSC: NCLEX Client Care Needs Category: Safe and Effective Care Environment; Health Promotion and Maintenance

20. "The methodological stance that the researcher should remain a distant observer in the research process" best describes which of the following?
    a. Post-positivist
    b. Critical social theory
    c. Constructivist
    d. Critical Realism

ANS: A

| | Feedback |
|---|---|
| **A** | Only the post-positivist makes attempts to exclude researcher bias. |
| **B** | Incorrect |
| **C** | Incorrect |
| **D** | Incorrect |

PTS: 1

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21. "The goal of inquiry is understanding how 'participants' perceive the world by analyzing their use of language and their social interactions" best describes which of the following?
    a. Post-positivist
    b. Critical
    c. Constructivist
    d. Positivist

ANS: C

| | Feedback |
|---|---|
| **A** | Incorrect |
| **B** | Incorrect |
| **C** | Hermeneutics encompasses everything in the interpretative process including verbal and nonverbal forms of communication—language. Constructivist methods require dialogue between the investigator and research participant. There is a focus on interpretation of written and verbalized communication that brings to the forefront the varying ways in which people construct their understanding of their social world. |
| **D** | Incorrect |

PTS: 1
DIF: Cognitive Level: Understanding (Comprehension) | Cognitive Level: Applying (Application)
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22. "The philosophical quests to use research to balance the distribution of power in modern society" best describes which of the following?
    a. Post-positivist
    b. Critical socialist
    c. Constructivist
    d. Interpretivist

ANS: B

| | Feedback |
|---|---|
| **A** | Incorrect |
| **B** | Aim of inquiry for the social critical paradigm is (1) critique, (2) change, (3) reconstruction of reality, and (4) emancipation. |
| **C** | Incorrect |
| **D** | Incorrect |

PTS: 1
DIF: Cognitive Level: Understanding (Comprehension) | Cognitive Level: Applying (Application)
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23. "The ontological view that human responses to health and illness can be measured" best describes which of the following?
    a. Post-positivist
    b. Critical
    c. Constructivist
    d. Critical and constructivist

ANS: A

| | Feedback |
|---|---|
| **A** | The post-positivist believes that the *senses* provide us with an imperfect understanding of the external/material world and thus attempts to measure it. |
| **B** | Incorrect |
| **C** | Incorrect |
| **D** | Incorrect |

PTS: 1
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